



# **Report to the Governor and the Legislature**

## **Foster Youth Services Program** (*Education Code sections 42920–42925*)

Counseling, Student Support, and  
Service-Learning Office

California Department of Education

February 15, 2006

# Foster Youth Services Program

## Table of Contents

<b>Introduction .....</b>	<b>1</b>	
<b>Program History and Purpose.....</b>	<b>1</b>	<b>1</b>
<b>Organization of the <i>Report to the Governor and the Legislature</i> .....</b>	<b>4</b>	
<b>Part I—Foster Youth Services Core District Programs Report .....</b>	<b>6</b>	
Objective One: Impact on Pupil Academic Achievement.....	6	
Objective Two: Impact on Incidence of Pupil Discipline Problems.....	7	
Objective Three: Impact on Pupil Truancy Rates .....	8	
<b>Part II—Foster Youth Services Countywide Programs Report .....</b>	<b>9</b>	
Establishment of Local Advisory Group.....	9	
Establishment of Collaborative Partners.....	10	
Transfer of Health and Education Records.....	15	
Challenges in 2004-05.....	16	
Significant Accomplishments .....	20	
Goals and Objectives for 2005-06 .....	22	
<b>Part III—Recommendations of Foster Youth Services Programs .....</b>	<b>23</b>	
<b>Part IV—Conclusion.....</b>	<b>27</b>	
<b>Resources .....</b>	<b>29</b>	
<b>Attachments</b>		
A. California <i>Education Code</i> sections 42920 – 42925		
B. Budget Act of 1998		
C. Key Educational Concepts of Senate Bill 933		
D. Assembly Bill 490 Overview		
E. Foster Youth Services Coordinator Contacts		
F. Model Foster Youth Services Focused on Youth Emancipation		
G. Foster Youth Services Program Sites		

# Foster Youth Services Programs

## Introduction

This report is submitted in accordance with the provisions of the California *Education Code (EC)*, Section 42923(b) which requires the State Superintendent of Public Instruction, by February 15 of each even-numbered year, to report to the Legislature and the Governor on foster children services provided by school districts. This *EC* section further stipulates that the report is to be prepared with input from the providers of foster youth services (FYS) and that it shall include recommendations regarding the continuation of services, effectiveness of services, and broadening of services; data on the academic achievement, expulsion and truancy rates of foster youths; and a discussion of the data.

## Program History and Purpose

A large percentage of children placed in foster care experience physical and emotional trauma as a result of abuse, neglect, separation from family, and impermanence. Although youths are placed in foster care for protection against the volatile circumstances of their family of origin, foster youths often do not find the security and stability they need through the foster care system. Foster youths commonly experience multiple placements in foster homes and licensed children's institutions (LCIs), coupled with numerous transfers between schools. Frequent changes in home and school placements can have a detrimental effect on foster youths' academic performance and future success in life. According to a report by the Child Welfare League of America, the number of changes in youths' foster homes is associated with their having at least one severe academic skill delay.<sup>1</sup> Some of the barriers foster youths face as a result of frequent changes in placement include:

- Loss of education records, resulting in potential loss of academic credits and time spent in school and increased risk of dropping out of school
- Loss of health records, resulting in possible duplication of immunizations and a potential break in continuity of essential health care and medication
- Difficulties adjusting to changing care and school environments, resulting in stress and behavioral problems
- Loss of contact with persons familiar with their health, education, and welfare needs, resulting in inadequate care and inappropriate school placements
- Lack of permanent family support systems upon emancipation from the foster care system

---

<sup>1</sup> Patricia Edmonds, "The Children Left Behind—Educational Barriers Are High for School-Hopping Foster Children," *The Children's Beat*, (Fall 2003).

The California Legislature recognized that a high percentage of foster youths were working substantially below grade level, were being retained at least one year at the same grade level, and were dropping out of school. Studies show that 75 percent of foster students are working below grade level, 83 percent are being held back by the third grade, and 46 percent become high school dropouts.<sup>2</sup> Chapter 721, Statutes of 1981, declared that the instruction, counseling, tutoring, and provision of related services for foster youths be a state priority and mandated the FYS Program through EC sections 42920–25 (Attachment A).

The 1981 legislative mandate also provided funding for these services to the following school districts that had successfully operated FYS Program sites since 1973: (1) San Juan Unified; (2) Mt. Diablo Unified; (3) Sacramento City Unified; and (4) Elk Grove Unified. In 1988 the Legislature established uniform data collection for these four FYS Core District Programs, requiring biennial reports on their progress and effectiveness. In 1992 the Legislature funded two additional FYS Core District Programs, administered by the Paramount Unified School District and the Placer/Nevada Counties Consortium. The primary purpose of the six FYS Core District Programs is to provide advocacy and direct services to support the educational success of *all* foster youths attending school in their districts.

The demonstrated success of the six FYS Core District Programs resulted in renewed annual funding for the existing FYS Core District Programs and the creation of the FYS Countywide Programs through the Budget Act of 1998 (Attachment B). The intent of the FYS Countywide Programs is to provide academic and social support services to all youths, ages four to twenty-one, living in LCIs (also referred to as group homes) in California. Foster youths residing in LCIs represent about 12 percent of the total foster youth population in California. The Budget Act of 1998 provided \$3 million in half-year funding to initiate the FYS Countywide Programs, with annual full-year funding provided in each Budget Act thereafter. The California Department of Education (CDE) released an initial Request for Applications (RFA) in 1999 to all county offices of education to solicit applications for FYS funding. Through this initial noncompetitive process, the CDE funded 24 FYS Countywide Programs in fiscal year 1998-99. Annual RFAs have since expanded the Countywide FYS Programs to include 55 county offices of education, serving approximately 11,200 students in fiscal year 2005-06. This figure represents 99 percent of the foster youths residing in LCIs. In March 2006, the CDE will send the 2006-07 RFA to the remaining three counties not yet receiving FYS Countywide Program funding.<sup>3</sup> The goal of the CDE is to establish FYS Countywide Programs in every county in California.

---

<sup>2</sup> Assembly Bill (AB) 490, Chapter 862, Statutes of 2003. An overview of AB 490 (Steinberg, *Helping Foster Children Make the Grade*) developed by the California Youth Connection, Children's Advocacy Institute, and Children's Law Center of Los Angeles (2004), appears at the end of this report in Attachment D. The complete law can be viewed at <http://www.leginfo.ca.gov>.

<sup>3</sup> The three counties that have not applied or submitted a successful application for FYS Countywide Program funds are Del Norte, San Benito, and Tuolumne.

The FYS Countywide Programs reflect the mandates of *EC* sections 42920–25 and key educational mandates of Senate Bill (SB) 933 (Chapter 311, Statutes of 1998), which were enacted to effect group home reform (Attachment C). The mandates of SB 933 are intended to ensure collaboration among local agencies in counties receiving FYS Countywide Program funding to facilitate appropriate placements and provide comprehensive services for foster youths living in LCIs.

Although the FYS Core District Programs and the FYS Countywide Programs differ in the structure and location of the foster youth populations they serve, the overarching goals of the two FYS programs are similar. The following items summarize the goals common to both programs:

- Identify the educational, physical, social, and emotional needs of foster youths.
- Determine gaps in the provision of educational and social support services and provide those services, either directly or through referral to collaborative partners.
- Identify inadequacies in the completion and timely transfer of health and education records to facilitate appropriate and stable care and educational placement.
- Improve student academic achievement and reduce student truancy, dropout rates, and delinquent behavior
- Provide advocacy to promote the best interests of foster youths throughout California.

### **Organization of the *Report to the Governor and the Legislature***

This report includes four parts: Part I, Foster Youth Services Core District Programs Report; Part II, Foster Youth Services Countywide Programs Report; Part III, Recommendations of the Foster Youth Programs; and Part IV, Conclusion.

Part I displays quantitative outcome data for the six FYS Core District Programs. Improvement in pupil academic achievement, incidence of pupil discipline problems, and pupil dropout rates or truancy rates are reported, as mandated in *EC* Section 42923(b).

Part II provides documentation of the progress and success of the 53 FYS Countywide Programs in providing services to foster youth residing in LCIs during fiscal year 2004-05. These services are provided through effective collaborations among local government, nonprofit and private-sector agencies. Part II of this report contains the following:

1. Evidence of progress in the establishment of advisory groups of collaborative

partners in participating counties to plan the FYS Countywide Program

2. Evidence of progress in the establishment of collaborative partners to provide services to foster youths residing in group homes (Services include, but are not limited to, educational assessments, tutoring, mentoring, counseling, transitional services, vocational education, training for LCI staff and partner agencies, and emancipation/independent living services.)
3. Evidence of progress in the development of a mechanism for the efficient and timely transfer of health and education records
4. Description of the challenges reported by the 53 participating county offices of education in the implementation of various aspects of the FYS Countywide Program
5. Description of significant accomplishments reported by the FYS Countywide Programs
6. Goals and objectives for fiscal year 2005-06

Part III provides recommendations from the 6 FYS Core Districts and 53 FYS Countywide Program Coordinators regarding the continuation of services, effectiveness of the services, and broadening of the application of services provided to foster youths.

Part IV provides a conclusion and a summary of the FYS Programs discussed throughout this report.

## Part I—Foster Youth Services Core District Programs Report

This section includes information generated by the six FYS Core District Programs on program effectiveness during the 2004-05 school year. The outcome data reported in this section is for all students served by the six FYS Core District Programs, including foster students residing in LCIs who attended public schools in the six FYS Program districts. The outcome data represent the degree to which three objectives for student performance have been achieved. The data have been compiled from the six FYS Program districts and aggregated to form one report to the Legislature. The evaluation design was approved by the State Superintendent of Public Instruction and the Department of Finance and was codified in *EC* Section 42923. Student performance objectives were established to measure program impact of the FYS Core District Programs on pupil academic achievement, incidence of pupil discipline problems or juvenile delinquency, and pupil dropout or truancy rates.

### Objective One: Impact on Pupil Academic Achievement

**Rationale**—A majority of foster youth students are academically deficient; therefore, the FYS Core District Programs measured program impact on academic achievement. Seventy-five percent of foster youths are working below grade level, as reported in *Child Welfare in California, Facts at a Glance*<sup>4</sup>. Because of the academic similarity between foster youths and Title I low-achieving students, the measure for success was designed to be comparable to the standard of growth for the Title I population. The adopted measure is one month of growth for every month tutored.

**Target objective**—Sixty percent of foster youth students will gain one month of academic growth for every month of tutoring received.

**Findings**—*The target objective of 60 percent was surpassed with 68 percent of the students having gained at least one month of academic growth per month of tutoring received.* Of the 558 students who were both pre-tested and post-tested, 381 achieved the goal and 177 did not. Results from the Student Achievement Test Data Form indicate that the average rate of academic growth was 1.4 months for each month of tutoring. Five of the six FYS Core District Programs used the Standardized Testing and Reporting (STAR) Program's reading and math assessments from Renaissance Learning.

---

<sup>4</sup> *Child Welfare in California, Facts at a Glance*. California Department of Social Services, August 26, 2004.

The STAR assessments are norm-referenced, pretests and post-tests that are research-based and computer adaptive. One FYS Core District Program used the *Wide Range Achievement Test (WRAT)*, also a norm-referenced test designed to assess academic performance.

**Table 1: Data for Pupil Academic Achievement**  
**Students Achieving Academic Growth Objective<sup>a</sup>**  
**During School Year 2004–05**

<b>Grade Level</b>	<b>Number of Students Tested<sup>b</sup></b>	<b>Number of Students Achieving Objective</b>	<b>Percent Achieving Objective</b>
K–3	127	92	72%
4–6	270	178	66%
7–8	60	42	69%
9–12	101	69	68%
<b>Totals</b>	<b>558</b>	<b>381</b>	<b>68%</b>

<sup>a</sup> Academic growth objective is one month of growth per one month of tutoring.

<sup>b</sup> K -12 students received at least three months of tutoring and were pre-tested and post-tested.

## **Objective Two: Impact on Incidence of Pupil Discipline Problems**

**Rationale**—Foster children often exhibit maladaptive behaviors that interfere with their school success. Such problem behaviors include excessive truancy, assault, and substance abuse, all of which constitute grounds for expulsion. The FYS Core District Programs measured program impact on the incidence of student discipline problems or juvenile delinquency.

**Target objective**—Fewer than five percent of the foster youth population will be expelled during the school year.

**Findings**—*Of the 3,238 students served in the 6 programs, only 0.2 percent (8 students) were expelled, which significantly surpassed the target objective of fewer than 5 percent of students expelled.*



**Table 2: Data for Pupil Discipline Problems**

**Students Expelled for Discipline Problems  
During School Year 2004–05**

<i><b>Number of Students Served</b></i>	<i><b>Number of Students Expelled</b></i>	<i><b>Percent of All Students Expelled</b></i>
3,238	8	0.2%

**Objective Three: Impact on Pupil Truancy Rates**

**Rationale**—Truancy has been identified as one of the barriers to academic success for foster youths. Studies show that 84 percent of non-foster youths complete high school, while only 54 percent of foster youths complete high school.<sup>5</sup>

**Target objective**—Foster youth students will achieve an average attendance rate of 90 percent during the school year.

**Findings**—*Foster youths enrolled in comprehensive school programs achieved a 96 percent attendance rate, exceeding the 90 percent target objective. Foster students attending alternative education programs achieved an attendance rate of 83 percent.*

**Table 3: Data for Pupil Truancy**

**Comprehensive School Student Attendance  
for Sample Month of October 2004**

<i><b>Grade Level</b></i>	<i><b>Number of Students</b></i>	<i><b>Total Days Enrolled</b></i>	<i><b>Total Days Attended</b></i>	<i><b>Attendance Rate</b></i>
K–3	600	39,143	38,621	99%
4–6	632	51,120	50,278	98%
7–8	381	44,551	42,419	95%
9–12	730	63,686	59,365	93%
<b>Totals</b>	<b>2,343</b>	<b>198,500</b>	<b>190,683</b>	<b>96%</b>

**Table 4 – Additional Data for Pupil Truancy**

**Alternative Education Student Attendance  
for Sample Month of October 2004**

<i><b>Number of Students</b></i>	<i><b>Total Days Enrolled</b></i>	<i><b>Total Days Attended</b></i>	<i><b>Attendance Rate</b></i>

<sup>5</sup> Assembly Bill 490, Chapter 862, Statutes of 2003.

125	6,172	5,148	83%
-----	-------	-------	-----

## Part II—Foster Youth Services Countywide Programs Report

This section will report on progress made by the FYS Countywide Programs in meeting the goals established in the guiding legislation, SB 933.<sup>6</sup> It will also describe program challenges, accomplishments, and goals and objectives for 2005-06.

### ***1. Evidence of progress made in the establishment of a local advisory group of collaborative partners in each participating county to plan the FYS Countywide Program, to advise on the direction of program services, and to collaborate on providing those services***

All 53 of the FYS Countywide Programs operating in 2004-05 reported the existence of a local advisory group that serves as a steering committee and/or service provider for foster youths living in LCIs. The majority of counties (80 percent) reported having established the local advisory group from scratch rather than adopting an existing interagency committee to serve as the local advisory group. The counties that have adopted an existing interagency committee to satisfy the local advisory group function are primarily small, rural counties that lack a large government and social-services infrastructure. The adoption of existing interagency committees is an efficient utilization of existing staff and resources in these counties.

The FYS countywide local advisory groups are composed of a wide array of agency representatives to address the comprehensive needs of foster youths in LCIs. The local advisory groups represent a multidisciplinary approach to meeting the unique educational, social, emotional, physical, and legal needs of foster youths. FYS Countywide Programs have succeeded in establishing comprehensive local advisory groups that meet the holistic needs of foster youths.

The following list shows a breakdown of local advisory group representatives for the FYS Countywide Programs and the percentages of counties that include these representatives in their local advisory groups:

---

<sup>6</sup> SB 933, Chapter 311, Statutes of 1998. See Attachment C for a summary of key concepts in SB 933. A complete copy of SB 933 can be downloaded from <http://www.leginfo.ca.gov/>.

<u>Agency Representative</u>	<u>Percent of Counties with Representative</u>
County Department of Social Services	99%
County Probation and Courts	98%
Schools and District Offices	97%
County Public Health	71%
County Mental Health	65%
Foster Youth Advocacy Groups	60%
Group Home Providers	58%
Community-Based Organizations	57%
Colleges/Universities	45%
Former and Current Foster Youths	28%
County Employment Development Offices	27%
Alcohol/Drug Programs	20%
Tribal Organizations	14%
Private Industry	9%

The variance of agency representation on local advisory groups for the FYS Countywide Programs ranged from 4 to 30 representatives. Predictably, the larger counties had the greatest number of representatives from various agencies. The smaller counties having only four or five representatives in their local advisory groups included representatives from county social services, county mental health, county probation, and local educational agencies. Overall, counties reported an increase in the number of advisory group representatives. Since the 2004 FYS Program Report to the Governor and the Legislature was issued, advisory group representation among foster youth advocacy groups has increased by 24 percent; among schools and district offices by 21 percent; among alcohol/drug programs by 20 percent; and among former and current foster youths by 12 percent.

2. ***Evidence of progress made in the establishment of collaborative partners to provide services to foster youths residing in LCIs. (Services to be provided through collaborative partners include, but are not limited to, educational assessments, tutoring, mentoring, counseling, transition services, vocational education, emancipation/independent living services, transfer of health and education records, and training for LCI staff and partner agencies.)***

One of the most vital aspects of the FYS Countywide Programs is the development of collaborations among social workers, probation officers, group home staff, school staff, and community service agencies to influence foster care placement and to enhance the academic success of foster youths. Specifically, Assembly Bill (AB) 490 (Chapter 862, Statutes of 2004) requires collaboration between placing agencies, educators, care providers, and juvenile courts to ensure that foster youths (1) have a meaningful opportunity to meet state academic achievement standards; (2) are able to maintain stable school placements; (3) are placed in the least restrictive care and educational environments; and (4) have access to the academic resources, services, and enrichment activities available to all other students. AB 490 also places a limit on the amount of time allowed for the transfer of health and education records and requires that foster youths be enrolled in school immediately, even without the requisite health and education records. To ensure accountability, AB 490 requires local educational agencies (LEAs) to designate a staff person as a foster youth education liaison to ensure proper educational placement and timely transfer and enrollment.<sup>7</sup>

While the concept of collaboration is readily accepted as necessary in addressing the comprehensive needs of foster youths, the actual attainment of effective collaboratives has proven to be a challenge. Collaboratives are built and maintained through ongoing communication and interaction among collaborating agencies. Many agency directors and staff simply do not have adequate time to develop new collaborative relationships and responsibilities. As noted in a study by the American Institutes for Research, “Even among agencies with a history of successful interagency collaboration, no one reported it is an easy accomplishment.”<sup>8</sup> A recurrent comment in the 2004-05 FYS Countywide Programs’ year-end reports was the difficulty encountered in establishing and maintaining effective collaborations with partner agencies that often are underfunded, overworked, and understaffed.

Despite the difficulties of collaboration, the FYS Countywide Programs provided strong evidence of the development of effective collaborations throughout the state in service to foster youths. Common strategies used to facilitate the development of collaborative relationships with partner agencies are described as follows:

**Co-location:** Several counties, varying in size and demographic composition, reported the establishment of the FYS Countywide Program service site at a location other than the county office of education. The most common co-location sites reported were school campuses, school district offices, and county health and human services offices. A primary benefit of co-location, as reported by FYS Countywide Program staff, is the increased interaction of FYS staff with their collaborative partners. The ability to interface on a daily basis helps build working relationships among collaborative partners. Co-location also makes the sharing of information more efficient, enhances the effectiveness of staff development training,

---

<sup>7</sup> AB 490, Chapter 862, Statutes of 2003.

<sup>8</sup> *Studies of the Educational Placement of Children Residing in Group Homes: Study I, Phase I Report.* American Institutes for Research, April 14, 2000.

maximizes the coordination of services, and results in overall cost savings. Several counties reported having co-located in order to collect and transfer the health and education records of foster youths more efficiently.

**Interface with existing services:** In addition to developing new collaboratives, FYS Countywide Programs also interface with existing programs to supplement support services provided to foster youths. These existing programs include Title I Neglected and Delinquent Youth, Healthy Start, Systems of Care, Special Education, Workforce Investment Act's School to Career Program, McKinney-Vento Homeless Education, and Independent Living Skills. In many instances the coordinators for the FYS Countywide Programs also manage the aforementioned programs for the county offices of education, further maximizing the coordination of services.

**Participation in county multidisciplinary team (MDT) meetings and other interagency group meetings:** A majority of the FYS Countywide Programs reported that their FYS program coordinators or other FYS program staff are members of multiple children's interagency councils or county multidisciplinary teams. Examples of councils and interagency groups include the Juvenile Justice Commission, the Juvenile Justice Coordinating Council, Court Appointed Special Advocates (CASA), Children's Services Coordinating Council, Superintendents' Council, Schools Advisory Group, Health Advisory Council, Providers' Network, Transition Coalition, foster parents associations, and tribal councils. A key role of the FYS representative is to alleviate the division between programs and systems by serving as a bridge between education, social services, law enforcement/courts, placing agencies, and care providers. The FYS representative acts as a liaison and provides a voice for foster youths in the team decision-making (TDM) process to ensure that their holistic needs are addressed.

The following agencies and their respective services are reported by a majority of FYS Countywide Programs to be commonly found in collaborative partnerships:

Collaborative Agencies	Services Provided
County Departments of Mental Health	Counseling, psychological evaluations, medication consultation, behavior management techniques, and assistance in completing health and education records
County Departments of Social Services	Case management, counseling, monitoring, appropriate behavioral reinforcement, and assistance in completing health and education records
County Departments of Employment and Human Services	Employment training and assistance
County Public Health Departments	Health and education records, provision of public health services at schools, workshops for foster youths and group home staff, and funding for eyeglasses

County Probation Departments	Monitoring and reinforcement of appropriate behavior, meetings with family and school personnel, and information regarding foster youth placement changes
Local Educational Agencies (LEAs)	Educational assessment to determine appropriate special education services and school placement, assistance through the State Attendance and Review Board (SARB), tutoring services, and school attendance monitoring/truancy intervention
Colleges and Universities	Tutoring and mentoring services, counseling, financial aid information, and outside evaluations of FYS programs
Family Resource Centers and Other Community-Based Organizations	Case management, training for group home providers, employment services (work experience, job skills, career assessments, and Regional Occupation Program credits, etc.), and funding for school clothes
Tribal Organizations	Leisure/recreational activities, family therapy, development of social skills, problem solving, team building, and cultural awareness
Independent Living Skills Programs	Career development services, life skills classes, transition and emancipation services, and vocational education
Churches and Private-Sector Organizations	Funding for extracurricular activities, toys, gift certificates for basic needs, and mentoring
Group Homes (LCIs)	Address the needs of foster youths in LCIs
Other FYS Countywide Programs	Technical assistance, sharing of best practices, data collection procedures, and operational databases

The following items represent less-common collaborative efforts, as reported by the FYS Countywide Programs, which are noteworthy for their ingenuity:

- A memorandum of agreement between the county probation department and the county superintendent of schools focused on the development of a Web-based foster youth information system (FYIS) to store health, education, and placement information for foster youths on probation. A collaborative workgroup of representatives from the FYS program, county office of education, juvenile court, department of health and human services, probation department, and county technology office was created to support implementation of the FYIS.
- A collaboration between the County Office of Education and the County Department of Human Services resulted in the initial creation and subsequent expansion of “Independent City”, a simulated experience of life in a “real” city.

Sixteen- and seventeen-year-old foster youths encounter in this simulation what life is like outside of foster care by applying for jobs, renting apartments, buying cars, enrolling in college, and opening bank accounts.

- FYS programs and several county offices of education collaborated to implement the Community Service Program Grant, wherein AmeriCorps volunteers create meaningful community service opportunities for foster youths who participate in a combination of intervention and prevention programs.
- A collaborative partnership among a FYS Countywide Program, the California Student Aid Commission, community colleges, universities, juvenile court community schools, health and human services agency representatives, and independent living skills contractors worked to create an FYS College Connection Advisory Council to increase the number of foster youths who attend postsecondary education.

The collaborative relationships developed by the FYS Countywide Programs have resulted in a substantive base of comprehensive services provided to foster youths residing in LCIs. Services are provided primarily through referrals to partner agencies, with some instances of direct service provision.

The following table summarizes the FYS services provided statewide, either directly through FYS Countywide Programs or through referral to partner agencies, and the percentage of FYS Countywide Programs that provided the various services during the period of this report.

**Table 5: Services Provided through the FYS Countywide Programs**

<b><i>Services Provided</i></b>	<b><i>Number of Direct Services</i></b>	<b><i>Number of Referred Services</i></b>	<b><i>Percent Providing Services</i></b>
Educational assessment/case management	3,163	642	86%
Advocacy	2,543	308	86%
Training (for LEAs, LCIs, and other agencies)	2,282	817	79%
Counseling	1,763	334	61%
Academic tutoring	893	761	75%
Transitional services	889	477	73%
Vocational education	756	374	73%
Educational planning	599	31	51%
Mentoring	411	188	63%
Emancipation/independent living	346	469	68%
Other	313	8	53%
Link to community services	78	31	29%

### ***3. Evidence of progress made in developing a mechanism for the efficient and timely transfer of health and education records***

AB 490 requires LEAs to transfer education information and other records to the foster student's next educational placement within two business days of receiving a transfer request. The information to be transferred includes determination of seat time, full or partial credits earned, classes, grades, immunizations, and individualized education programs (IEPs) for special education services. AB 490 further stipulates that LEAs must designate a staff person to serve as the foster youth educational liaison to ensure the timely transfer of complete health and education records.

The Health and Education Passport (HEP) is the essential instrument used to ensure that the health and education records of FYS students are current. County placing agencies have the primary responsibility for completing the HEP. The health information for the HEP is most often completed by public health nurses, while the education information generally is completed by social workers for foster youths in LCIs. Counties report that HEPs frequently are incomplete and that the length of time necessary to locate prior school records remains a common barrier.

Facilitation of the timely transfer of complete health and education records has been a principal goal of the FYS Countywide Program since its inception. Over the past seven years, FYS coordinators have worked diligently to improve records transfers



through collaboration with placing agencies, evaluation of administrative systems, and the bridging of communication and operational gaps between various agencies involved in the placement and education of foster youths. Several FYS coordinators report that their Countywide Programs have recently dedicated staff, co-located, or entered into memoranda of understanding/agreement to advance a more expeditious, accurate, and efficient records transfer process.

In the 2004-05 fiscal year, 45 FYS Countywide Programs reported having facilitated the transfer of more than 12,264 records to 850 school districts throughout California to enroll foster youths in school. The number of records transferred has increased by nearly 3,000, or 32 percent, since the 2004 FYS Program Report to the Governor and the Legislature. The reported range of days taken to transfer records was one to five days, with the average number of days being 2.9. Thus, the average amount of time taken to transfer records has decreased by 43 percent from the five-day average reported in the 2004 FYS Program Report. The transfer of health and education records within a two-day period, as stipulated by AB 490, remains a top priority for the FYS Countywide Programs.

***4. Description of the challenges reported by the 53 participating county offices of education in the implementation of various aspects of the FYS Countywide Program***

Many of the FYS Countywide Programs reported common challenges in implementing effective FYS programs.

The following challenges were reported most frequently:

<u>Challenge</u>	<u>Percent Reporting</u> <u>Challenge</u>
Partial credit calculation	81%
Inadequate funding for services needed	67%
Lack of transportation to remain in school of origin	43%
Untimely transfer of health and education records	33%
Insufficient collaboration with partner agencies	30%
Untimely notification of placement changes	27%
Untimely receipt of special education IEPs	26%
Resistance to immediate enrollment	25%
Lack of up-to-date student records	23%
Inconsistent implementation of AB 490 procedures	20%
Difficulty tracking success of services	17%
Resistance to sharing records	16%

These challenges are described as follows:

**Partial credit calculation**—AB 490 amended *Education Code* Section 48645.5 as follows: “Each public school district and county office of education shall accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, or nonpublic, nonsectarian school or agency.” While the intent was to offset the adverse effect of multiple placement changes on the academic progress of foster youths, the actual implementation of a consistent method for calculating partial credits has been difficult for many school districts to achieve. Currently, no standard formula for the calculation of credits is used throughout the state; thus, the calculation of partial credits varies among districts. Many FYS coordinators have attempted to address this challenge by educating school and district staff on the provisions of AB 490, providing a copy of the law, and giving school registrars and counselors a district formula to be used for calculating credits. Even when these measures have been taken, the new district and school are challenged to determine exactly which requirements the foster student has completed for a particular course and to find an appropriate class placement that will allow the student to resume where he or she left off.

**Inadequate funding for services**—FYS Countywide Programs reported challenges in providing essential comprehensive services to foster youths due to inadequacies of funding. The number of referrals and the need for services continue to increase,

particularly because FYS Countywide Programs have worked diligently at building collaborative relationships and educating their partner agencies regarding the requirements of AB 490. The FYS Countywide Programs have seen a rise in the cost of program operations, while the county funding allocation has remained unchanged, or in some cases has been reduced, because the number of foster youths placed in LCIs fluctuates throughout the year. While FYS program coordinators continue to collaboratively develop new strategies to promote improved educational outcomes for children in care, inadequate funding makes maintaining services at the current level difficult and precludes the expansion of services to foster youths in placements other than LCIs. The allocations for FYS Countywide Programs are currently based on the number of foster youths placed in LCIs, which represents approximately 12 percent of California's foster care population. If funding were increased to include a greater percentage of the children in need of services, FYS Countywide Programs could provide improved interventions and support services earlier in the academic careers of foster youths, thus providing a greater opportunity for significant improvement in the academic achievement of foster youths.

**Transportation to remain in school of origin**—EC Section 48853.5 was added by AB 490 and stipulates that if the placement of a foster youth changes, the youth has the right to remain in his or her school of origin for the duration of the school year, provided that doing so is in the youth's best interest. The legislation did not specify who is responsible for transporting the foster youth to and from the school of origin, how transportation disputes to remain in the school of origin are to be resolved, or provide any funding for transportation. In some cases the transportation costs can be significant and seriously impact limited district budgets. The unintended consequence is that school placement decisions are sometimes based on transportation time and cost factors rather than on the best interest of the student.

The FYS Countywide Programs have attempted to address the transportation challenge through (1) considering commute time and its impact on the student's ability to participate in extracurricular or academic enrichment activities when determining the best interest of the student; (2) reiterating that AB 490 and the *Welfare and Institutions Code*, Section 16501.1 require county placing agencies to promote educational stability by considering proximity to the student's current school when making home placement decisions; (3) holding LCIs responsible for the provision of transportation, as federal funds are provided to LCIs which can be used for this purpose; (4) employing a multidisciplinary team approach to addressing the transportation issue on a case-by-case basis; and (5) assisting in the facilitation of agreements between districts to share the cost of transportation. Despite these efforts, the provision of transportation to enable foster youths to remain in their school of origin remains a significant challenge.

**Resistance to sharing records**—Issues of confidentiality related to the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and the Family Educational Rights and Privacy Act (FERPA) of 2000 have resulted in resistance to

sharing foster youths' records. Although the majority of counties have employed collaborative agreements, developed memoranda of understanding, or utilized standing court orders to address confidentiality issues related to the sharing of health and education records of foster youths among schools, social services, and probation, some counties continue to report barriers in this area. These counties reported difficulties in acquiring health and, in some cases, education records for foster youths transferring into their districts. These difficulties are brought about by federal privacy standards under HIPAA and FERPA relative to protecting the confidentiality of health and education records. While both HIPAA and FERPA contain clauses that allow the sharing of health and education records with appropriate agencies, some agencies that possess health and education information are overly cautious about sharing this information with schools and other agencies because of the potential legal ramifications of breaching compliance with HIPAA and/or FERPA regulations.

**Difficulty tracking success of services**—A challenge for all FYS Countywide Programs is the high mobility rate of foster youths. AB 490 is designed to reduce the mobility rate of foster youths by requiring placing agencies to consider placements that promote educational stability. For example, one FYS coordinator reported that 65 percent of foster youths in her county change placement before completing 100 days in the same school. The high mobility of foster students makes tracking the success of services provided difficult.

**Resistance to immediate enrollment**—EC Section 48853.5 was added by AB 490, stipulating that when a foster child has a change in school placement, the new school shall immediately enroll the foster child even if he or she is unable to produce the records or clothing normally required for enrollment. Despite the implementation of AB 490, many FYS coordinators report meeting resistance to the immediate enrollment of foster youths on the part of initial school contact staff (e.g., school secretaries, registrars, and schedulers). The most frequently reported impediments to immediate enrollment are the lack of immunization records or current special education records and IEPs. Countywide FYS program coordinators and district education liaisons have attempted to address this issue by facilitating AB 490 training at the district level. While initial AB 490 training was attended primarily by school administrators, concerted efforts are being made to ensure that school support staff are included in AB 490 training sessions.

## **5. Significant accomplishments reported by the FYS Countywide Programs**

**FYS Outcomes**—The FYS Countywide Programs have worked diligently for more than a year to establish measurable outcomes that demonstrate the significant impact of the services they provide to foster youths. In August 2005 the FYS program coordinators collaboratively developed four FYS program outcomes. The coordinators have subsequently assessed the most appropriate performance indicators and measures that will be used to collect data and report on each outcome. FYS Countywide Programs are extremely diverse in size, resources,

method of service provision, and collaborative partnerships. To a certain degree, therefore, the way in which services are provided in each program will determine the most appropriate measures of performance. The agreed-upon FYS program outcomes are as follows:

- Foster youths will experience successful transition to independent living or higher education.
- Foster youths will advocate for their own needs.
- Foster youths will experience timely and appropriate school placement.
- Foster youths will successfully complete their educational programs.

The following are additional accomplishments reported by FYS Countywide Programs:

- **Academic tutoring**—In an effort to meet the significant academic tutoring needs of foster youths, many counties reported increased use of (1) contracts/agreements/memoranda of understanding for the provision of tutoring services; (2) credentialed teachers; (3) AmeriCorps volunteers; (4) teachers in training through local universities; and (5) federal Title I Neglected or Delinquent funding to offset tutoring costs. As a result of these efforts, at least 1,654 foster youths benefited from academic tutoring in fiscal year 2004-05, either through direct service from the FYS Countywide Programs or through referral to a partner agency.
- **Collaborative agreements**—Approximately 45 percent of FYS Countywide Programs report the increased development of collaborative partnerships, interagency agreements, and memoranda of understanding as one of their most significant accomplishments in 2004-05 to address the educational support needs of foster youths.
- **Educational advocacy**—Virtually all FYS Programs devote a substantial amount of time to educational advocacy on behalf of foster youths. In the last year most FYS Countywide Programs have provided AB 490 training to multiagency representatives, several have created FYS program and educational rights pamphlets for school site distribution, several programs have developed and distributed AB 490 and FYS educational binders to partner agencies, and at least one Countywide Program has developed a new FYS Web site (<http://www.fosteryouthservices.fcoe.net>) referencing a wealth of resources.
- **Special recognition**—The San Diego County FYS Program was the recipient of the prestigious 2004 Golden Bell Award, in the category of Student Support, given by the California School Boards Association. The program was

also identified as a promising practice by Casey Family Programs,<sup>9</sup> a national foundation that has served children, youths, and families in the child welfare system since 1966. The San Diego FYS Program was recognized for the use of a “multi-pronged effort” that includes the following:

1. FYS Network—a process of communication and records transfer among multiple agencies through the use of an interagency agreement and a court order authorizing the release of juvenile records
  2. FY Information System—a countywide foster youth database
  3. FYS Advisory Committee—a multiagency decision making group
- **Emancipation services**—Emancipation services provide a critical link that assists foster youths in becoming productive and self-supporting adults. Several studies over the last 15 years have found that from two to four years after leaving foster care, only half of all the youths studied were regularly employed; over half the young women had given birth to a child and were dependent on welfare support; nearly half the population had experienced arrest; and a quarter had been homeless.<sup>10</sup>

Given the significance of emancipation services for foster youths, the fact that a number of FYS Countywide Programs report substantial increases in the scope and quality of these services is an important accomplishment. A sampling of these programs and services designed to support foster youths in a successful transition to independent living was recently provided to Assembly member Karen Bass, Chairperson of the Assembly Select Committee on Foster Youth, and is included in this report as Attachment F.

- **Accessing additional funding sources**—A number of FYS Countywide Programs reported increased utilization of additional funding sources, such as Title I Neglected or Delinquent funds and the Workforce Investment Act’s School to Career funds, to provide tutoring and other services. Several programs have also applied for and received various grants for the provision of services to foster youths in their countywide program.

## **6. Reported Goals and Objectives for 2005-06**

The FYS Countywide Programs have made significant progress on the goals and objectives identified in the 2004 FYS Program Report. The evidence of this progress is found in the increased data that is provided in this report. Despite this progress, the four goals identified in the 2004 Report (shown below as numbers two through

---

<sup>9</sup> *A Road Map for Learning—Improving Educational Outcomes in Foster Care—A Framework for Education Practice from Casey Family Programs*. Prepared by the Casey Family Programs, 2004, p.91.

<sup>10</sup> Michael Wald and Tia Martinez, “Connected by 25: Improving the Life Chances of the Country’s Most Vulnerable 14–24 Year Olds.” William and Flora Hewlett Foundation Working Paper, November 2003, p.11.

five) continue to be priorities for the FYS Countywide Programs. The following list includes their primary goals and objectives for fiscal year 2005-06:

1. **FYS outcomes**—Determine appropriate performance measures and collect outcome data for the four FYS outcomes described on page 19 of this report.
2. **Health and education records**—Improve the accuracy, efficiency, and timely transfer of health and education records for foster youths who experience a change in school placement.
3. **Collaboration with partner agencies**—Further develop collaborative relationships with partner agencies to facilitate the sharing of records, ensure appropriate school placements, and more effectively meet the holistic needs of foster youths.
4. **Provision of services**—Increase the provision of services (tutoring, counseling, and emancipation services) to ensure that foster youths receive comprehensive support services.
5. **Data Collection**—Expand automated foster youth data collection systems to track service delivery and to document program outcomes.

### **Part III—Recommendations Regarding FYS Programs**

#### **1. Recommendations regarding the continuation of services:**

- ***FYS Core District and Countywide Programs unanimously recommend a continuation of the FYS Program.***
- ***FYS Programs further recommend allocation of an adequate level of funding to support continuation of those programs.***

FYS program coordinators report that FYS Programs are unique and critically needed in that they address the educational and psycho-social needs of foster youths. These programs have been instrumental in providing services that improve the academic achievement and quality of life for foster youths throughout California. While AB 490 has helped broaden services to all foster youths, it provided no additional funding for the services. Funding constraints, at both the county and state levels, have made the expansion and continued development of the FYS Programs challenging. The FYS Countywide Programs report that the existing funding model, wherein allocations fluctuate on the basis of a point-in-time count of foster youths placed in LCIs, makes long-term program planning difficult and recommend the exploration of a more stable funding.

- **CDE Response**—The CDE recommends a continuation of the FYS Core District

and Countywide Programs. The CDE further recommends that the base funding allocation for the FYS Programs be increased by \$109,000 to fund initial start-up costs of the three remaining unfunded counties and the foster youths in LCIs in those counties and to increase the six FYS Core District Programs' allocation commensurate with the current number of foster youths being served in those districts. The FYS district allocations have remained at the same level, excluding standard cost-of-living adjustments, for 13 years.

## **2. Recommendation regarding the effectiveness of services:**

- ***FYS Program coordinators recommend that a statewide database for sharing foster youth health and education information and for collecting outcome data be developed.***

FYS Programs, particularly those in operation over a number of years, report substantial progress in the establishment of database systems to manage health and education records for foster youths. Despite this progress, a large number of FYS Programs must rely on data systems developed and maintained by collaborative agencies. These programs report ongoing difficulties with importing and consolidating information from multiple data systems that often are incompatible with FYS Program needs. FYS Programs report that the mobility of foster youth is too great to be tracked by counties that cannot share data in a timely manner and recommend the creation of a statewide database capable of linking all school districts and placing agencies to the same foster youth data.

- **CDE Response**—CDE recognizes the need for FYS Programs to have access to a uniform database containing up-to-date health and education information on foster youths. Such a statewide system is not currently available nor is there funding for such a system at the statewide level. The Child Welfare Services Case Management System (CWS/CMS) is the system currently utilized for foster youth health and education information. However, FYS Program staff, for the most part, do not have access to this system. Allowing FYS Program staff, or other appropriately designated school personnel, access to the health and education portions of the CWS/CMS would be a cost-efficient means of addressing this challenge in the short-term.

Related to this issue is language contained in AB 1858 (Steinberg, Chapter 914, Statutes of 2004), which added *EC* Section 49085, which states: "The department [CDE] shall ensure that the California School Information Services [CSIS] system meets the needs of pupils in foster care and includes disaggregated data on pupils in foster care." Unfortunately, AB 1858 did not provide specific mandated authority for the CDE to actually collect the data, and the CSIS does not currently have the capability to provide disaggregated foster youth data. Discussions are currently under way with the Department of Social Services to explore a feasible means by which to share data collected by both departments.



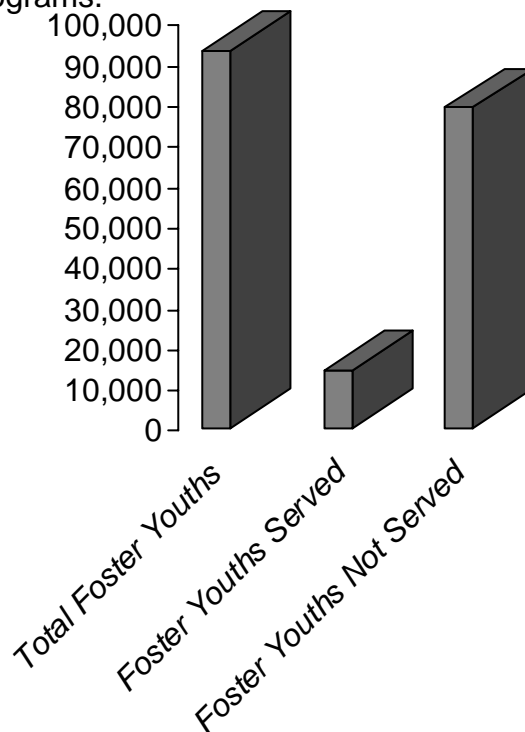
### 3. Recommendations regarding broadening the application of services:

- ***FYS Programs strongly recommend that Countywide FYS Programs be expanded to include all foster youths, not only those living in LCIs.***
- ***FYS Programs further recommend that additional funding be provided to support an expansion of services.***

Data from the Child Welfare Services Case Management System (CWS/CMS) show that, as of July 1, 2005, approximately 93,000 youths were in the foster care system in California. Of those 93,000 youths, approximately 11,000, or 12 percent, reside in LCIs. The FYS Countywide Programs serve approximately 10,900 of the 11,000 foster youths living in LCIs. In addition, the six FYS Core District Programs serve an estimated 3,300 foster youths who attend schools in their districts each school year. Therefore, approximately 78,800, or 84 percent, of foster youth are currently not receiving the counseling, tutoring, mentoring, and other vital services provided through the FYS Programs. The graph on the following page summarizes this information.

## 2004-05 Foster Youth Services Programs Statewide

- The CWS/CMS shows an estimated 93,000 foster youths in California.
- FYS Core District Programs serve approximately 3,300 foster youths.
- FYS Countywide Programs serve approximately 10,900 foster youths.
- Only 16 percent of California's foster youths currently receive services through FYS Core District and Countywide Programs.
- 84 percent of California's foster youths do not receive services through the FYS Programs.



- **CDE Response**—The CDE recognizes that 84 percent of California's foster youths are not directly receiving FYS Program services at this time and supports the recommendation for an expansion of services. The CDE also recognizes that a portion of the foster youths not currently participating in an FYS Program do receive services through Title I Neglected or Delinquent programs, special education, remedial education, and other programs provided by their local schools. Therefore, the CDE recommends increasing foster youths' access to existing services through their local school districts. The CDE further recommends that small counties within California that have no group homes, or only a limited number of them, be authorized to utilize existing FYS Program

funding to serve foster youths residing in other placement types within their counties. Such an expansion of services would impact approximately 13 counties and 550 foster youths. Legislation would be required to authorize an expansion of services to foster youths not residing in LCIs.

## **Part IV—Conclusion**

Education has the potential to provide foster youths the necessary academic, vocational, and life skills to counterbalance the separation and impermanence experienced by youths in out-of-home care. Positive school experiences (1) enhance foster youths' attitudes toward school, their confidence about learning, and their educational aspirations; and (2) increase foster youths' opportunities for economic self-sufficiency. FYS Programs are designed to provide support services that help reduce the trauma of transition and displacement from family and schools.

Specifically, FYS Programs (1) help obtain health and school records to determine appropriate school placements and coordinate instruction; (2) provide direct service and referrals for counseling, tutoring, mentoring, vocational training, emancipation services, and training for independent living; and (3) facilitate education advocacy, training, and collaboration among partner agencies and systems. While many foster youths are at increased risk of failure in school, the services provided through the FYS Programs offset this risk and increase foster youths' opportunities for success in school. Evidence of the positive impact of these services is found in the outcome data on academic gains, expulsion rates, and attendance rates, all of which surpassed the identified targets reflected in Part I of this report.

The number of counties currently participating in FYS Countywide Programs has grown to 55, with 53 counties providing year-end reports for 2004-05. These FYS Programs have demonstrated substantial progress in building collaborative relationships between various agencies and systems that interface with the lives of foster youths. Interagency agreements and memoranda of understanding have been used with increasing frequency to formalize and document agreements between partner agencies. The collaborative relationships developed by the FYS Countywide Programs have resulted in substantive comprehensive services being provided to foster youths residing in LCIs. In addition, the FYS Countywide Programs' ability to transfer more than 12,264 student records in an average of 2.9 days during 2004-05 is, at least in part, a result of cooperation with partner agencies.

FYS Programs continue to face many challenges, including (1) incomplete or untimely health and education records; (2) partial credit calculation; (3) inadequate funding; (4) transportation to remain in school of origin; (5) confidentiality issues related to the sharing of records; (6) mobility of foster youths; and (7) resistance to immediate enrollment. Despite these challenges, FYS Programs have made significant accomplishments and contributions to ensure that students in foster care have the opportunity to meet state academic achievement standards and have access to the academic resources, services, and enrichment activities available to other students. The

development of FYS Program outcomes is an important accomplishment that will lead to performance measures that will demonstrate the impact of the services provided to foster youths in 2005-06. These outcomes address the transition to independent living and higher education; self-advocacy; timely and appropriate school placements; and completion of the students' educational programs. Additional noteworthy accomplishments include increases in academic tutoring, education advocacy and training, collaborative agreements, and transition/emancipation services. Special recognition was given to one FYS Countywide Program, which received the prestigious 2004 Golden Bell Award from the California School Boards Association. The program was also identified as a promising practice by the Casey Family Programs.

In closing, evidence shows that the FYS Core District and Countywide Programs have continued to provide essential academic and support services that significantly enhance the ability of foster youths to achieve academic standards and access resources, support services, and enrichment activities. In addition, these programs support foster youths in experiencing a sense of school "connectedness;" completing their education programs; and making a smooth transition to adult life. Funding that is currently provided for FYS Programs allows for services to approximately 16 percent of California's foster youths, while 84 percent do not benefit from these services. Ensuring that all foster children have the same access to educational resources and future economic opportunities as other children is among the state's greatest challenges. Responsible leadership requires California to meet its obligation to care for and nurture all foster children by investing the resources necessary to promote their success. Failure to do so results in a greater fiscal and human cost in terms of increased poverty, unemployment, homelessness, incarceration, and welfare dependency.

## Resources

- Ayasse, R. H. (1995) "Addressing the Needs of Foster Children: The Foster Youth Services Program." *Social Work in Education*, 17(4), 206-216.
- Barth, R.; Courtney, M.; Duerr-Berrick, J.; and Albert, V. (1994) *From Child Abuse to Permanency Planning: Child Welfare Services Pathways and placements*. New York: Aldine de Gruyter.
- Barth, R.; Prince, A. (1999) "Shared Family Care: Providing Services to Parents and Children Placed Together in Out-of-Home Care." *Child Welfare*, 78(1), 88-107.
- Berrick, J. D. (1998) "When Children Cannot Remain Home: Foster Family Care and Kinship Care." *The Future of Children: Protecting Children from Abuse and Neglect*, 8(1), 72-87.
- California Department of Education. (1999) *Diagnostic Centers: Year-end Report 1998-99*. Sacramento, CA: Education Equity, Access, and Support Branch, State Special Schools and Services Division.
- California Department of Social Services. (1985) *Assessing the Effectiveness of Foster Youth Services*. Sacramento, CA.
- California Health and Welfare Agency. (1981) *School-age Children in Foster Care*. Sacramento, CA.
- Clark, H. B.; Lee, B.; Prange, M. E.; and McDonald, B. A. (1996) "Children Lost Within the Foster Care System: Can Wraparound Strategies Improve Placement Outcomes." *Journal of Child and Family Studies*, 5(1), 39-54.
- Cohen, D. L. (1991) "Foster-care Reforms Often Ignore Problems Children Face in School." *Education Week*, 10(37).
- Community College Foundation. (1999) *Statewide Independent Living Program: Annual Report 1998-99*. Sacramento, CA.
- Cormier, G. M. (1994) "Increasing Knowledge and Assessment of Foster Care Children Through In-service Training for Elementary School Educators." Ed.D. Practicum Report, Nova University.
- Eastfield, M. Q. (1998) *Implementing Wraparound: Individualized Care Strategies for Children, Youth, and Families*. Campbell, CA: Family Partnership Institute.

- Eastfield, M. Q. (1999) *The Perspectives of Youth, Families, and Service Providers: Reexamination of the Role of Group Care in a Family-Based System of Care*. Campbell, CA: Family Partnership Institute.
- Eber, L.; Osuch, R.; and Redditt, C. A. (1996) "School Based Applications of the Wraparound Process: Early Results on Service Provision and Student Outcomes." *Journal of Child and Family Studies*, 5(1), 83-99.
- Fitzharris, T. L. (1989) "Educational Services for Children in Foster Care." A report to the Department of Health and Human Services, Office of Human Development Services. Sacramento, CA: Children's Services Foundation.
- Greene, J. P., and Forster, G. (2003) "Public High School Graduation and College Readiness Rates in the United States." Education Working Paper No. 3. New York: Center for Civic Innovation at the Manhattan Institute.
- Kossick, K. (1999) *Great Start Young Adult Program: Transitions Services to Foster Youth*. Sacramento, CA: Sacramento Employment and Training Agency.
- Little Hoover Commission. (2003) *Still in Our Hands: A Review of Efforts to Reform Foster Care in California*. Sacramento, CA.
- McDonald, B. A.; Boyd, L. A.; Clark, H. B.; and Stewart, E. S. (1995) "Recommended Individualized Wraparound Strategies for Serving Foster Youth with Emotional/Behavioral Disturbances and Their Families." *Community Alternatives: International Journal of Family Care*, 7, 63-82.
- Morton, N., and Browne, K. D. (1998) "Theory and observation and attachment and its relation to child maltreatment: A review." *Child Abuse and Neglect*, 22(11), 1093-1104.
- Nielsen, M. A., and Hatter, R. A. (1999) *Meeting the Educational Needs of Children in the Child Welfare System*. Fremont, CA: Diagnostic Center, North; Education Equity, Access and Support; State Special Schools and Services Division.
- Rosen, L. D.; Heckman, T.; Carro, M. G.; and Burchard, J. D. (1994) "Satisfaction, involvement, and unconditional care: The perceptions of children and adolescents receiving wraparound services." *Journal of Child and Family Studies*, 3(1), 55-67.
- Rosenblatt, A. (1996) "Bows and ribbons, tape and twine: Wrapping the Wraparound Process for Children with Multi-system Needs." *Journal of Child and Family Studies*, 5(1), 101-116.

Yip, D. K., Acredolo, C. (1999) *Group Home Reexamination Study*. Davis, CA: University of California. November 18, 1999.

Yu, E.; Day, P.; and Williams, M. (2002) *Improving Educational Outcomes for Youth in Care: A National Collaboration*. Washington, D.C.: Child Welfare League of America Press.

California *Education Code*  
Sections 42920-42925

42920. Legislative findings

(a) The Legislature finds as follows:

- (1) It is essential to recognize, identify and plan for the critical and unique needs of children residing in licensed community care facilities.
- (2) A high percentage of these foster children are working substantially below grade level, are being retained at least one year in the same grade level, and become school dropouts.
- (3) Without programs specifically designed to meet their individual needs, foster children are frequently dysfunctional human beings at great penal and welfare costs.

(b) The Legislature further finds and declares that the instruction, counseling, tutoring, and related services for foster children that provide program effectiveness and potential cost savings shall be a state priority. Funding for that purpose is hereby provided to the following unified school districts and consortia that have successfully operated foster children services program sites: Elk Grove, Mount Diablo, Sacramento City, San Juan, and Paramount, and the Placer-Nevada consortium.

42920.5. Allowances for foster children service programs

- (a) Commencing with fiscal year 1982-83, and each fiscal year thereafter, each of the six program sites specified in subdivision (b) of Section 42920 shall receive, in addition to the base revenue limit, an allowance from the amount annually transferred to Section A of the State School Fund equal to the amount the district spent on foster children service programs in fiscal year 1981-82, adjusted to reflect cost-of-living increases by the total percentage increase received by all categorical education programs. In no event shall this cost-of-living adjustment exceed the inflation adjustment provided pursuant to Section 42238.

This allowance shall be used exclusively for foster children services.

The six program sites may continue to record revenue received pursuant to this subdivision in the same manner used to record revenue received for foster children services in the 1981-82 fiscal year.

The six program sites shall maintain their foster children services programs in fiscal year 1995-96 and each subsequent fiscal year at a program level comparable to that



at which they administered those programs in fiscal year 1994-95.

- (b) Commencing with fiscal year 1982-83, the base revenue of each of the six school districts specified in subdivision (b) of Section 42920 shall be permanently reduced in an amount equal to the amount spent on foster children services in fiscal year 1981-82.

42921. Children residents in regularly established licensed or approved foster home

In addition to the six program sites specified in Section 42920, any other school district may provide educational services for children who reside in a regularly established licensed or approved foster home, located within the boundaries of the program site, pursuant to a commitment for placement under Chapter 2 (commencing with Section 200) of Part 1 of Division 1 of the *Welfare and Institutions Code*.

42922. Funding for fiscal year by appropriation from the Legislature

Any school district which provides educational services for foster children pursuant to Section 42921 shall receive funding in any fiscal year for those services only by such sums as may be specifically appropriated by the annual Budget Act of the Legislature for that fiscal year for support of those school-centered foster children services which provide program effectiveness and potential cost savings to the state.

The Legislature may appropriate moneys from the General Fund for this purpose, or, if sufficient funds are available, from the Foster Children and Parent Training Fund pursuant to the provisions of Section 903.7 of the *Welfare and Institutions Code*.

42923. Reports in even-numbered years

- (a) Each school district providing foster children services pursuant to this chapter shall, by January 1 of each even-numbered year, report to the Superintendent of Public Instruction any information as may be required by the Superintendent of Public Instruction for the purpose of subdivision (b).
- (b) The Superintendent of Public Instruction (SSPI) shall, by February 15 of each even-numbered year, report to the Legislature and the Governor on the foster children services provided by school districts. The report shall be prepared with the advice and assistance of providers of foster children services and shall include, but not be limited to, the following:
  - (1) Recommendations regarding the continuation of services.
  - (2) Recommendations regarding the effectiveness of the services, unless program effectiveness is assessed in any other report covering the same time period.
  - (3) Recommendations regarding the broadening of the application of those services.

(4) Information which shall be sufficient to determine, at a minimum, whether these services have resulted in a major quantitative improvement or deterioration in any of the following indicators:

- (A) Pupil academic achievement.
- (B) The incidence of pupil discipline problems or juvenile delinquency.
- (C) Pupil dropout rates or truancy rates.

(5) A discussion of the meaning and implications of the indicators contained in paragraph (4).

42924. Use of funds; reversion of excess to state general fund

Any funds allocated to school districts for foster children services pursuant to subdivision (c) of Section 42920 or Section 42922 shall be used only for foster children services and any funds not used by districts for those services shall revert to the state General Fund.

42925. Advisory committee; membership; compensation; applications for funding; proposed sum for allocation

- (a) The State Superintendent of Public Instruction shall form an advisory committee to make recommendations regarding the allocation of available funds to school districts applying to receive funding for foster children programs pursuant to subdivision (b). The advisory committee shall include, but not be limited to, representatives from the Department of the Youth Authority, from the State Department of Social Services, and from foster children services programs. Members of the advisory committee shall serve without compensation, including travel and per diem.
- (b) Any school district which chooses to provide foster children services programs pursuant to Section 42921 may apply to the State Superintendent of Public Instruction and to the advisory committee for funding for those programs.
- (c) On or before November 1 of each year, the State Superintendent of Public Instruction shall provide the Governor with a proposed sum to be included in the Governor's budget for the ensuing fiscal year for allocation to school districts wishing to provide foster children services programs pursuant to Section 42921. Recommendations regarding the specific programs to be funded and the amount to be allocated to each shall be included with the proposed sum.

1998 Budget Bill Section 6110-121-0001  
Foster Youth Programs (Proposition 98)  
Program 20.40.060

Provisions

The funds appropriated in this item are provided to annualize funding for the Foster Youth Services program to children residing in licensed children's institutions, pursuant to Chapter 11 (commencing with Section 42920) of part 24 of the *Education Code* and guidelines developed by the State Department of Education. These funds shall be allocated on the basis of the number of pupils residing in licensed children's institutions in each county, and shall be used to supplement, and not supplant services currently provided to students residing in licensed children's institutions through this program.

Countywide Foster Youth Services  
Key Educational Concepts of Senate Bill 933  
(Thompson, Chapter 311, Statutes of 1998)

Senate Bill (SB) 933 set into motion a number of activities and concepts at the state and local levels that directly involve participants in the FYS Countywide Program. Many of these legal mandates are intended to ensure a coordinated effort to protect foster youth and secure appropriate, stable placements. A number of California code sections reinforce the importance of this collaborative effort and provide an avenue for service delivery and coordination for foster youths in group home care.

Educational Options for Foster Youths

*Welfare and Institutions Code* Section 48850 mandates every county office of education to provide information to placing agencies and care providers on educational options for children residing in licensed children's institutions.

Placement Notification of Local Educational Agency (LEA)

*Welfare and Institutions Code* Section 48852 mandates every agency that places a child in a licensed children's institution to notify the LEA at the time a pupil is placed. As part of that notification, the placing agency is required to provide any available information on the child's past educational placements to facilitate the prompt transfer of records and appropriate educational placement.

County Multidisciplinary Teams

*Family Code* Section 7911.1 mandates the state Department of Social Services to investigate any threat to the health and safety of children placed in an out-of-state group home facility by a California county social services agency or probation department. Counties are required to obtain an assessment and placement recommendation by a county multidisciplinary team for each child in an out-of-state group home. The multidisciplinary team must consist of participating members from county social services departments, county mental health departments, county probation departments, and county superintendents of schools as well as other members, as determined by the county.

Mental Health Services

*Welfare and Institutions Code* Section 5867.5 mandates county mental health departments that receive full System of Care funding to provide a number of services to children served by county social services and probation departments. These services include mental health screening, assessment, participation in multidisciplinary placement teams, and specialty mental health treatment services for children whose needs meet the definition of medical necessity and who are placed in group home care. The services are to be provided to the extent that resources are available.

## Collaborative Efforts

*Welfare and Institutions Code* Section 18987.6 permits all counties to provide children with service alternatives to group home care through the development of expanded family-based services programs and to expand the capacity of group homes to provide services appropriate to the changing needs of children in their care. This code section encourages collaboration among parents, county welfare departments, county mental health departments, county probation departments, county health departments, special education local planning agencies, school districts, and private service providers to plan and provide individualized services for children and their birth or substitute families. This code section ensures community participation in the development of innovative processes for delivery of services by county placing agencies and service providers. This code section also ensures the use of the service resources and the expertise of nonprofit providers to develop family-based and community-based service alternatives.

## Statewide Collaboration

SB 933 also mandates collaborative effort at the state level, requiring the state Department of Social Services to convene a workgroup of representatives of county welfare directors, chief probation officers, current and former foster youths, group home providers, and other interested parties. The workgroup must develop protocols outlining the roles and responsibilities of placing agencies and group homes regarding emergency and nonemergency placements of foster children in group homes. The protocols must address all of the following items:

- Relevant information regarding the child and family that placement workers shall provide to group homes, including health, mental health, and education information pursuant to Section 16010 (*Welfare and Institutions Code*);
- Appropriate orientations, to be provided by group homes for foster children and, if appropriate, their families after a decision for placement has been made;
- County and provider responsibilities to ensure that the child receives timely access to treatment and services to the extent they are available and identified in the child's case plan and treatment plan, including multidisciplinary assessments provided in counties involved in the Systems of Care Program;
- County and provider responsibilities to periodically monitor foster children to ensure the continued appropriateness of the placements and the continued progress toward achieving the case plan and treatment plan goals; and
- Appropriate mechanisms, timelines, and sharing of information regarding planning for discharge.

## Health and Education Passport

*Education Code* Section 49069.5 responds to the disruption of the educational experience for pupils in foster care that results from a high level of mobility. Whenever an LEA in which a pupil in foster care has most recently been enrolled is informed of the pupil's next educational placement, that LEA must cooperate with the county social services or probation department to ensure that educational background information for the pupil's health and education record is transferred to the receiving LEA in a timely manner.

This information must include, at a minimum, the following:

1. Location of the pupil's records
2. Pupils last school and teacher
3. Pupil's current grade level
4. Any information deemed necessary to enable enrollment at the receiving school, to the extent allowable under state and federal law.

Notice must be made within five working days, and information must be transferred within five working days of receipt of notification regarding the new education placement of the pupil in foster care.

## Recommendations to the Judicial Council

SB 933 recommends that the Judicial Council adopt appropriate rules, standards, and forms regarding the education placement of children in foster care. The purpose of the recommendation is to ensure that state courts routinely indicate the party that is to maintain or assume the education rights of a child placed in foster care to facilitate the child's prompt education placement. When the parent maintains educational authority for the child, the parent also has the right to designate another person or entity to maintain educational authority. The Judicial Council is also encouraged to ensure that state courts consistently authorize the agencies that place children in foster care to receive the children's records.

## ASSEMBLY BILL 490 Overview

Effective January 1, 2004, Assembly Bill (AB) 490 (Steinberg), Chapter 862, imposes new duties and rights related to the education of youths in foster care (wards and dependents). The key provisions of the legislation are as follows:

- ❑ Establishes legislative intent that foster youths be ensured the **same opportunities** as those provided to other students to meet the academic achievement standards to which all students are held; that stable school placements be maintained; that foster youths be placed in the least restrictive education placement; and that foster youths have access to the same academic resources, services, and extracurricular and enrichment activities as all other students. Education and school placement **decisions** are to be dictated by the **best interest** of the child.
- ❑ Creates **school stability** for foster children by allowing them to remain in their school of origin for the duration of the school year when their **placement changes** and when remaining in the same school is in the child's best interests.
- ❑ Requires county placing agencies to promote educational stability by considering in **placement decisions** the child's school attendance area.
- ❑ Requires LEAs to designate a staff person as a **foster care education liaison** to ensure proper placement, transfer, and enrollment in school for foster youths.
- ❑ Makes LEAs and county social workers or probation officers jointly responsible for the **timely transfer of students** and their **records** when a change of schools is in the child's best interest.
- ❑ Requires that a **comprehensive public school** be considered the first **school placement option** for foster youths.
- ❑ Provides a foster child the right to remain enrolled in and attend his or her school of origin pending resolution of school placement **disputes**.
- ❑ Allows a foster child to be **immediately enrolled** in school even if all typically required school records, immunizations, or school uniforms are not available.
- ❑ Requires school districts to calculate and accept **credit for full or partial coursework** satisfactorily completed by the student and earned during attendance at a public school, juvenile court school, or nonpublic, nonsectarian school.
- ❑ Authorizes the **release of education records** of foster youths to county placing agency, for the purposes of compliance with *Welfare and Institutions Code* Section 16010, case management responsibilities required by the Juvenile Court or law, or assistance with the transfer or enrollment of a pupil, without the consent of a parent or a court order.
- ❑ Ensures that foster youths will not be penalized for **absences** caused by placement changes, court appearances, or related court-ordered activities.

## Foster Youth Services Coordinators Contacts

### CDE Statewide Coordinator

Karen Dotson, Consultant  
Counseling, Student Support, and  
Service-Learning Office  
California Department of Education  
1430 N Street, Suite 6408  
Sacramento, CA 95814-5901  
916-445-5737; Fax 916-323-6061  
[kdotson@cde.ca.gov](mailto:kdotson@cde.ca.gov)  
<http://www.cde.ca.gov/ls/pf/fy/>

### Core District Programs

#### Elk Grove Unified

Kim Parker, Program Specialist  
Elk Grove Unified School District  
9510 Elk Grove-Florin Road  
Elk Grove, CA 95624  
916-686-7568; Fax 916-686-7596  
[kparker@egusd.net](mailto:kparker@egusd.net)

#### Mt. Diablo Unified

James Wogan, Administrator  
FYS/Healthy Start  
Mt. Diablo Unified School District  
1266 San Carlos Avenue E5  
Concord, CA 94518  
925-689-0175; Fax 925-603-1771  
[woganj@mdusd.k12.ca.us](mailto:woganj@mdusd.k12.ca.us)

#### Nevada County

Mary Jane Ryan-Connelly, Coordinator  
Nevada County Superintendent of Schools  
112 Nevada City Highway  
Nevada City, CA 95959  
530-478-6400; Fax 530-478-6410  
[maryjane@nevco.k12.ca.us](mailto:maryjane@nevco.k12.ca.us)

### Placer/Nevada County

Patty Archer-Ward  
Integrated Services Manager  
Placer County Office of Education  
360 Nevada Street  
Auburn, CA 95603  
916-784-6453; Fax 916-784-6466  
[parcher-ward@placercoe.k12.ca.us](mailto:parcher-ward@placercoe.k12.ca.us)

### Paramount Unified

Terri Dorow, Student Services Director  
Paramount Unified School District  
15110 California Avenue  
Paramount, CA 90723  
562-602-6035; Fax 562-602-8121  
[tdorow@paramount.k12.ca.us](mailto:tdorow@paramount.k12.ca.us)

### San Juan Unified

Cheryl Powell, Program Specialist  
San Juan Unified School District  
3738 Walnut Avenue  
Carmichael, CA 95608  
916-971-7157; Fax 916-971-7404  
[cpowell@sanjuan.edu](mailto:cpowell@sanjuan.edu)

### Sacramento City Unified

Alvin Henry, Supervisor IV  
Sacramento City Unified School District  
5735 47th Avenue, Box 763  
Sacramento, CA 95824  
916-643-7991; Fax 916-643-6469  
[Alvin-Henry@sac-city.k12.ca.us](mailto:Alvin-Henry@sac-city.k12.ca.us)



## Countywide Programs

### Amador - See San Joaquin/Amador

#### Alameda

Elizabeth Tarango  
Alameda County Office of Education  
6925 Chabot Road  
Oakland, CA 94618  
510-601-9813; Fax 510-594-8573  
[lizt@acoe.k12.ca.us](mailto:lizt@acoe.k12.ca.us)

#### Butte

Lee Wood  
Meagan Meloy  
Butte County Office of Education  
205 Mira Loma Drive, Suite 16  
Oroville, CA 95965  
530-532-5745; Fax 530-532-5747  
[lwood@bcoe.org](mailto:lwood@bcoe.org)  
[mmeloy@bcoe.org](mailto:mmeloy@bcoe.org)

#### Calaveras

Barbara Bernstein, FYS Coordinator  
Calaveras County Office of Education  
509 E. Saint Charles  
San Andreas, CA 95249  
209-754-6862; Fax 209-754-3293  
[bbernstein@co.calaveras.ca.us](mailto:bbernstein@co.calaveras.ca.us)

#### Colusa

Judy Rossi, FYS Coordinator  
Colusa County Office of Education  
146 Seventh Street  
Colusa, CA 95932  
530-458-0350; Fax 530-458-8054  
[jrossi@ccoe.net](mailto:jrossi@ccoe.net)

### Contra Costa

Catherine Giacalone, Manager  
Loretta Morris, Coordinator  
Contra Costa County Office of Education  
77 Santa Barbara Road  
Pleasant Hill, CA 94523  
925-942-3300/925-933-1528  
Fax 925-942-3490  
[cgiacalone@cccocoe.k12.ca.us](mailto:cgiacalone@cccocoe.k12.ca.us)  
[lmorris@cccocoe.k12.ca.us](mailto:lmorris@cccocoe.k12.ca.us)

### El Dorado/Alpine

Sheila Silan  
El Dorado County Office of Education  
SARB-Building C  
6767 Green Valley Road  
Placerville, CA 95667  
530-622-7130; Fax 530-295-1273  
[silan@juno.com](mailto:silan@juno.com)

### Fresno

Pamela Hancock, Coordinator  
Fresno County Office of Education  
2011 Fresno Street, Suite 301  
Fresno, CA 93721  
559-453-4812; Fax 559-457-0272  
[phancock@fcoe.k12.ca.us](mailto:phancock@fcoe.k12.ca.us)

### Glenn

Robin Smith, Coordinator  
Glenn County Office of Education  
525 W. Sycamore Street  
Willows, CA 95988  
530-934-6575; Fax 530-934-6576  
[rsmith@glenncocoe.org](mailto:rsmith@glenncocoe.org)

**Humboldt**

Margaret Allen, MSW, Coordinator  
Humboldt County Office of Education  
901 Myrtle Avenue  
Eureka, CA 95501  
707-445-7101; Fax 707-445-7143  
[mallen@humboldt.k12.ca.us](mailto:mallen@humboldt.k12.ca.us)

**Imperial**

Kim Norton, FYS Coordinator  
Imperial County Office of Education  
253 E. Ross Avenue  
El Centro, CA 92243  
760-312-5517; Fax 760-312-5580  
[knorton@icoe.k12.ca.us](mailto:knorton@icoe.k12.ca.us)

**Inyo**

Larry Wylie, FYS Coordinator  
Inyo County Office of Education  
166 Grandview Avenue  
Bishop, CA 93514  
760-873-3262; Fax 760-873-3324  
[larry\\_wylie@inyo.k12.ca.us](mailto:larry_wylie@inyo.k12.ca.us)

**Kern**

Wesley Neal, FYS Coordinator  
Carrie Bloxom, Case Manager  
Kern County Superintendent of Schools  
1300 17th Street  
Bakersfield, CA 93301  
661-391-2301; Fax 661-391-2308  
[weneal@kern.org](mailto:weneal@kern.org)  
[cabloxom@kern.org](mailto:cabloxom@kern.org)

**Kings**

Susan Steward, FYS Coordinator  
Kings County Office of Education  
1144 W. Lacey Boulevard.  
Hanford, CA 93230  
559-584-1441; Fax 559-589-7007  
[ssteward@kings.k12.ca.us](mailto:ssteward@kings.k12.ca.us)

**Lake**

Allison Hillix, Program Director  
Lake County Office of Education  
55 First Street, Room 301, Box "G"  
Lakeport, CA 95453  
707-262-3493  
Fax 707-262-5625  
[allisonh@lake-coe.k12.ca.us](mailto:allisonh@lake-coe.k12.ca.us)

**Lassen**

Lester Ruda, FYS Coordinator  
Lassen County Probation Department  
107 S. Roop Street  
Susanville, CA 96130  
530-251-8173; Fax 530-257-9160  
[lruda@co.lassen.ca.us](mailto:lruda@co.lassen.ca.us)

**Los Angeles**

Patricia Levinson, FYS Coordinator  
Los Angeles County Office of Education  
Wilshire Boulevard Complex  
3055 Wilshire Boulevard, Suite 1100  
Los Angeles, CA 90010  
213-637-3103 or 213-637-3104  
Fax 213-637-3115  
[levinson\\_patricia@laoe.edu](mailto:levinson_patricia@laoe.edu)

**Madera**

Paige Sanders  
Madera County Office of Education  
28123 Avenue 14  
Madera, CA 93638  
559-662-4675; Fax 559-674-7468  
[psanders@maderacoe.k12.ca.us](mailto:psanders@maderacoe.k12.ca.us)

**Marin**

Deborah Hemphill  
Marin County Office of Education  
1111 Las Gallinas Ave.  
P.O. Box 4925  
San Rafael, CA 94913  
415-499-5811; Fax 415-491-6619  
[dhemp@marin.k12.ca.us](mailto:dhemp@marin.k12.ca.us)

**Mariposa**

Paul Jacobs, Projects & Attendance  
Mariposa Unified School District  
P.O. Box 8  
Mariposa, CA 95338  
209-742-0221; Fax 209-966-3674  
[pjacobs@mes.mariposa.k12.ca.us](mailto:pjacobs@mes.mariposa.k12.ca.us)

Karen Rust, FYS Liaison  
Mariposa Unified School District  
5044 Jones Street  
P.O. Box 5002  
Mariposa, CA 95338  
209-742-0340; Fax 209-742-0383  
[krust@mes.mariposa.k12.ca.us](mailto:krust@mes.mariposa.k12.ca.us)

**Mendocino**

Abbey Kaufman, FYS Coordinator  
Mendocino County Office of Education  
2240 Old River Road  
Ukiah, CA 95482  
707-467-5104; Fax 707-467-6023  
[ab@mcoe.k12.ca.us](mailto:ab@mcoe.k12.ca.us)

**Merced**

Mae Pierini, FYS Coordinator  
Merced County Office of Education  
632 W. 13th Street  
Merced, CA 95340  
209-381-6681; Fax 209-381-6766  
[mpierini@mcoe.org](mailto:mpierini@mcoe.org)

**Modoc**

Kathleen Davis, FYS Coordinator  
Modoc County Office of Education  
112 E. 2nd Street  
Alturas, CA 96101  
530-233-7165; Fax 530-233-7133  
[kdavis@modoccoe.k12.ca.us](mailto:kdavis@modoccoe.k12.ca.us)

**Mono**

Jan Carr, FYS Coordinator  
Mono County Office of Education  
P.O. Box 130  
Mammoth Lakes, CA 93546-0130  
760-934-0031; Fax 760-934-1443  
[jcarr@monocoe.org](mailto:jcarr@monocoe.org)

**Monterey**

Frank Beitz, FYS Coordinator  
Monterey County Office of Education  
2600 Garden Road, Suite 234  
Monterey, CA 93940  
831-655-0405; Fax 831-655-3845  
[frank@startbuildingfutures.com](mailto:frank@startbuildingfutures.com)

**Napa**

Jeannie Morris  
Napa County Office of Education  
2121 Imola Avenue  
Napa, CA 94559  
707-253-6954; Fax 707-226-6842  
[jmorris@ncoe.k12.ca.us](mailto:jmorris@ncoe.k12.ca.us)

**Nevada**

Mary Jane Ryan-Connelly  
Nevada County Superintendent of  
Schools  
112 Nevada City Highway  
Nevada City, CA 95959  
530-478-6400; Fax 530-478-6410  
[maryjane@nevco.k12.ca.us](mailto:maryjane@nevco.k12.ca.us)

**Orange**

Deana Mulkerin, FYS Coordinator  
Orange County Department of  
Education  
1220 # A Village Way  
Santa Ana, CA 92705  
714-647-2595  
Fax 714-560-0585  
[deana\\_mulkerin@access.k12.ca.us](mailto:deana_mulkerin@access.k12.ca.us)

**Placer/Nevada**

Patty Archer-Ward  
Integrated Services Manager  
Placer County Office of Education  
360 Nevada Street  
Auburn, CA 95603  
916-784-6453; Fax 916-784-6466  
[parcher-ward@placercoe.k12.ca.us](mailto:parcher-ward@placercoe.k12.ca.us)

**Plumas**

Robin Hood, FYS Coordinator  
Quincy High School  
6 Quincy Junction Road  
Quincy, CA 95971  
530-283-6500; Fax 530-283-6519  
[rhoo@pcoe.k12.ca.us](mailto:rhoo@pcoe.k12.ca.us)

**Riverside**

Tony Johnson, Coordinator/Principal  
Leland Daniels, Coordinator  
Riverside County Office of Education  
3939 Thirteenth Street  
P.O. Box 868  
Riverside, CA 92502-0868  
951-826-6815/951-826-6436  
Fax 951-826-6972  
[tjohnson@rcoe.k12.ca.us](mailto:tjohnson@rcoe.k12.ca.us)  
[ldaniels@rcoe.k12.ca.us](mailto:ldaniels@rcoe.k12.ca.us)

**Sacramento**

Linda Zall, FYS Coordinator  
Virginia D'Amico, Project Specialist  
Sacramento County Office of Education  
P.O. Box 269003  
Sacramento, CA 95826-9003  
916-228-2243/916-228-2746  
Fax 916-228-2216  
[lzall@scoe.net](mailto:lzall@scoe.net)  
[vdamico@scoe.net](mailto:vdamico@scoe.net)

**San Bernardino**

Julian Weaver, Assistant.  
Superintendent  
School Linked Programs & Partnerships  
San Bernardino Superintendent of  
Schools  
601 North E Street  
San Bernardino, CA 92410  
909-386-2902; Fax 909-386-2940  
[julian\\_weaver@sbcss.k12.ca.us](mailto:julian_weaver@sbcss.k12.ca.us)

Bernadette Pinchback, FYS Coordinator  
San Bernardino Superintendent of  
Schools  
1040 Cooley Drive  
Colton, CA 92324  
909-433-4889; Fax 909-433-4782  
[bernadette\\_pinchback@sbcss.k12.ca.us](mailto:bernadette_pinchback@sbcss.k12.ca.us)

**San Diego**

Michelle Lustig, FYS Coordinator  
San Diego County Office of Education  
7798 Starling Drive  
San Diego, CA 92123  
858-503-2628; Fax 858-503-2636  
[mlustig@sdcoe.net](mailto:mlustig@sdcoe.net)

**San Francisco**

Heather Dearing, FYS Coordinator  
School Health Programs Department  
San Francisco Unified School District  
1515 Quintara Street  
San Francisco, CA 94116  
415-242-2615; Fax 415-242-2618  
[hdearin@muse.sfusd.edu](mailto:hdearin@muse.sfusd.edu)

**San Joaquin/Amador**

Mike Bagnell  
San Joaquin County Office of Education  
P.O. Box 213030  
Stockton, CA 95213-9030  
209-468-5954; Fax 209-468-4984  
[mbagnell@sjcoe.net](mailto:mbagnell@sjcoe.net)

**San Luis Obispo**

John Elfers, Coordinator  
San Luis Obispo Office of Education  
3350 Education Drive  
San Luis Obispo, CA 93405  
805-782-7209; Fax 805-594-0739  
[jelfers@slocoe.org](mailto:jelfers@slocoe.org)

**San Mateo**

Sue Larramendy, Associate Supt.  
Ellen Bucci, FYS Coordinator  
San Mateo County Office of Education  
101 Twin Dolphin Drive  
Redwood, CA 94065-1064  
650-802-5589; 650-372-8501  
Fax 650-802-5503  
[slarramendy@smcoe.k12.ca.us](mailto:slarramendy@smcoe.k12.ca.us)  
[ebucci@co.sanmateo.ca.us](mailto:ebucci@co.sanmateo.ca.us)

**Santa Barbara**

Bonnie Beedles, FYS Coordinator  
Santa Barbara County Education Office  
3970 La Colina Road, Suite 9  
Santa Barbara, CA 93110  
805-946-4710; Fax 805-563-1103  
[beedles@sbceo.org](mailto:beedles@sbceo.org)

**Santa Clara**

Dee Conti, FYS Coordinator  
Santa Clara County Office of Education  
1290 Ridder Park Drive-MC 213  
San Jose, CA 95131-2398  
408-453-6956; Fax 408-441-7824  
[dee\\_conti@sccoe.org](mailto:dee_conti@sccoe.org)

**Santa Cruz**

Sandy Mast, Jane Curtner  
Santa Cruz County Office of Education  
809-H Bay Avenue  
Capitola, CA 95010  
831-479-5330; 831-728-4720  
Fax 831-479-5243  
[smast@santacruz.k12.ca.us](mailto:smast@santacruz.k12.ca.us)  
[jcurtner@santacruz.k12.ca.us](mailto:jcurtner@santacruz.k12.ca.us)

**Shasta**

Betsy Madison, FYS Coordinator  
Karen Bentley, FYS Specialist  
Shasta County Office of Education  
1644 Magnolia Avenue  
Redding, CA 96001  
530-229-8076/530-225-5115  
Fax 530-229-8081  
[bmadison@shastacoe.org](mailto:bmadison@shastacoe.org)  
[kbentley@shastacoe.org](mailto:kbentley@shastacoe.org)

**Sierra**

Barbara Weaver, FYS Coordinator  
Sierra County Office of Education  
P.O. Box 157  
305 S. Lincoln Street  
Sierraville, CA 96126  
530-993-4454; Fax 530-993-4667  
[bweaver@sierra-coe.k12.ca.us](mailto:bweaver@sierra-coe.k12.ca.us)

**Siskiyou**

Michael J. DeRoss  
Colette Bradley  
Siskiyou County Office of Education  
609 S. Gold Street  
Yreka, CA 96097  
530-842-8440/530-842-8461  
Fax 530-842-8436  
[mdeross@sisnet.ssku.k12.ca.us](mailto:mdeross@sisnet.ssku.k12.ca.us)  
[coco@sisnet.ssku.k12.ca.us](mailto:coco@sisnet.ssku.k12.ca.us)

**Solano**

Ken Scarberry, FYS Coordinator  
Special Projects and Services  
Solano County Office of Education  
4522 Abernathy Road  
Fairfield, CA 94534  
707-421-4022; Fax 707-438-2667  
[kscarberry@solanocoe.k12.ca.us](mailto:kscarberry@solanocoe.k12.ca.us)

**Sonoma**

Marci Jenkins, Ed.D, Administrator  
NPS Program, Special Education  
Sonoma County Office of Education  
5340 Skylane Boulevard  
Santa Rosa, CA 95403  
707-524-2707; Fax 707-524-2709  
[mjenkins@scoe.org](mailto:mjenkins@scoe.org)

**Stanislaus**

Kathleen Dennis, FYS Coordinator  
Stanislaus County Office of Education  
1100 H Street  
Modesto, CA 95354  
209-525-5121; Fax 209-525-5108  
[kdennis@stancoe.org](mailto:kdennis@stancoe.org)

**Sutter**

Graciela Espindola, FYS Coordinator  
Sutter Superintendent of Schools  
1895 Lassen Boulevard.  
Yuba City, CA 95993  
530-822-2418; Fax 530-822-3074  
[GraceE@sutter.k12.ca.us](mailto:GraceE@sutter.k12.ca.us)

**Tehama**

Amy Henderson, FYS Coordinator  
Tehama Department of Education  
1135 Lincoln Street  
Red Bluff, CA 96080  
530-528-7357; Fax 530-529-4120  
[ahenders@tcde.tehama.k12.ca.us](mailto:ahenders@tcde.tehama.k12.ca.us)

**Trinity**

Cricket Kidwell, FYS Coordinator  
Karen Boltz  
Trinity County Office of Education  
P.O. Box 1256  
Weaverville, CA 96093  
530-623-2861; Fax 530-623-4489  
[cfkidwell@tcoek12.org](mailto:cfkidwell@tcoek12.org)  
[kboltz@tcoek12.org](mailto:kboltz@tcoek12.org)

**Tulare**

Kaye Van Gilluwe, Program Manager  
Tulare County Office of Education  
2637 W. Burrell  
P.O. Box 5091  
Visalia, CA 93278-5091  
559-733-6714; Fax 559-733-2511  
[kayev@tcoe.org](mailto:kayev@tcoe.org)

**Tuolumne**

Bill Schneiderman, Director of Student Programs  
Tuolumne Superintendent of Schools  
175 South Fairview Lane  
Sonora, CA 95370  
209-536-2044; Fax 209-536-1391  
[bschneiderman@tuolcoe.k12.ca.us](mailto:bschneiderman@tuolcoe.k12.ca.us)

**Ventura**

Paulette J. Ozar, FYS Coordinator  
Ventura County Office of Education  
570 Airport Way  
Camarillo, CA 93010  
805-388-4293; Fax 805-388-4460  
[pozar@vcss.k12.ca.us](mailto:pozar@vcss.k12.ca.us)

**Yolo**

Jessica Larsen, Program Specialist  
Yolo County Office of Education  
1280 Santa Anita Court, Suite 100  
Woodland, CA 95776  
530-668-3791; Fax 530-668-3850  
[larsen@ycoe.org](mailto:larsen@ycoe.org)

**Yuba**

Richard Radcliffe, Project Director  
Yuba County Office of Education  
935 14th Street  
Marysville, CA 95901  
530-749-4991; Fax 530-741-6500  
[richard.radcliffe@yubacoe.k12.ca.us](mailto:richard.radcliffe@yubacoe.k12.ca.us)

### **Model Foster Youth Educational and Support Services Focused on Youth Emancipation**

The foster youth programs and services described in this attachment are provided through county offices of education or core district foster youth services (FYS) programs that receive FYS funding through the CDE. Typical services provided to foster youths through FYS programs include educational assessments, tutoring, mentoring, counseling, and transition services. These services are provided either directly or through collaborative partnerships. The following small sampling represents model educational programs and services being provided throughout the state to support California's foster youths in successful transitions to independent living.

#### **Alameda County Office of Education (ACOE)**

**Emancipation Specialist Program**—The ACOE FYS program provides for emancipation services through the First Place Fund for Youth, a nonprofit organization that operates the Emancipation Specialist Program. The Emancipation Specialist Program serves approximately 70 foster youths per year. The program provides discharge planning and weekly case management for youths who are within one year of discharge. Emancipation specialists consider the psychological needs of the youth in helping them to develop plans, emancipation goals, and community linkages in the areas of housing, education, and employment. These specialists are trained clinicians who deliver therapeutic case management services in nontraditional settings. In addition to the Emancipation Specialist Program, First Place Fund for Youth also operates an Emancipation Training Center, which provides training and assistance to approximately 450 current and former foster youths annually, and a Supported Housing Program, which provides affordable housing and a wide range of services and supports.

**Alameda County Foster Youth Alliance**—The ACOE FYS is a member of this coalition of youth service agencies, providers, and citizens whose goal is to improve services (e.g., housing, education, mental health, independent living, higher education, employment) for current and former foster youths.

#### **Glenn County Office of Education (GCOE)**

**Independent Living Program (ILP) Team Approach**—The GCOE FYS program participates as a collaborative member of the ILP team with the social services ILP coordinator, WorkAbility, and a representative from the Workforce Improvement Act (WIA).

**Emancipation Conferencing**—The GCOE FYS program participates in emancipation conferencing for foster youths in their senior year of high school. The emancipation meetings are youth lead and provide an opportunity for youths to discuss their feelings about what will happen after their emancipation hearing. Other members of the emancipation conference team include foster parents, relatives or adults who may be a support person for the youth, a WIA representative, and social workers. The team develops a plan to ensure that foster youths have a support system in place when they leave the foster care system. The plan includes strategies to address living arrangements, continuing or higher education, career plans, adult connections, and the building of a support network.

**Youth Transition Action Team (YTAT)**—This team applies the “All Youth–One System” principles of providing an integrated set of services across systems that include four core elements: academic excellence; career preparation; youth development and support; and youth leadership. The team consists of foster parents, community members, and representatives of WIA, law enforcement, the probation department, the board of supervisors, ILP, child welfare, community colleges, mental health, California Youth Connection, former foster youths, GCOE FYS, WorkAbility, and youth employment services. YTAT meets monthly and focuses on successful transitions for foster youths. YTAT is developing a mentoring program to provide every foster youth in the county with a supportive, caring, and consistently available adult.

## **Lake County Office of Education (LCOE)**

**All Youth-One System**—This is the model used by the Lake County FYS to promote effective transitions for foster youths in Lake County. This model uses a four-pronged approach:

1. Youth development is addressed through such activities as “Independent City” in which LCOE FYS participates each year in partnership with Child Protective Services. In addition, FYS offers a curriculum called “Personal Development for Teens.”
2. Youth leadership is addressed by connecting youths to “Leadership Summits” and other opportunities for students to develop and showcase their leadership skills.
3. Academic excellence begins the moment a foster youth enters care through the services coordinated by the FYS program. During the summer between the eighth and ninth grades, FYS assists the youth in developing an academic plan, helping to ensure that every foster youth is given the opportunity to earn a diploma and to stay in a stable school placement. Follow-up meetings are conducted to address barriers, assess how the plan is working, and revise the plan as necessary.



Career preparation is addressed through an extensive process of assessment; referral to such partners as WIA and Transition Partnership Programs for job development and career placement; and, exploration of trade schools and colleges. Independent living and related skills necessary for employment are addressed through “Life on my Own,” a program developed in collaboration with Child Protective Services. This program is offered to foster youths in high schools. Youths are also connected to regional occupational programs and community college classes that align with their career goals.

### **Mt. Diablo Unified School District (MDUSD)**

**Fostering Readers Project**—Fostering Readers is a new project developed by a collaborative partnership composed of the Contra Costa County Department of Social Services, the Contra Costa County Office of Education, MDUSD, the Independent Living Skills Program, and the West Contra Costa County Unified School District. Fostering Readers aims to improve the reading skills of foster youths in Contra Costa County by at least one grade level. The goal is that if a child remains in the county for the duration of the school and receives tutoring from the beginning of the school year, she or he would advance two levels. The project utilizes AmeriCorps members to provide remediation (tutoring) to promote literacy among the county’s foster youths.

### **Placer County Office of Education (PCOE)**

**Kaleidoscope of Employment for Youth Success (KEYS)**—KEYS is a collaborative effort between the Placer County Office of Education (PCOE) FYS program, Pride Industries, and the Department of Rehabilitation. KEYS provides employment services to 16- through 19-year-old foster youths who face significant barriers to employment and are in out-of-home placement. Employment services include enhanced skills development in the following areas: comprehensive vocational assessment; paid community work experience; job placement; job search techniques; job specific tours; linkage to community resources; résumé writing; interviewing techniques; money management; peer support; and job retention. Youths have an opportunity to be placed in an External Situational Assessment, a 5- to 10-day paid community-based work experience in an identified area of interest.

**Supplemental Instruction in the Arts, Humanities, and Language Arts**—Supplemental educational activities and programs are provided for foster youths in out-of-home care to ensure that they have the same well-rounded educational experiences as do their peers who live in more stable environments. Involvement in performing arts stimulates the brain in many ways and contributes to learning by improving a student’s self discipline, attention, emotional expression, creativity, interpersonal relationships, overall well-being, ability to memorize, and ability to handle stress. Over the past year and a half, the PCOE FYS program

has provided supplemental instruction and activities in the following areas: wildlife animal art lessons; stained glass workshop; film and theatre experiences; summer day camp experiences through the Roseville Science and Technology Access Center; drum making; and guitar lessons. In coordination with local music studios and instructors, PCOE FYS has placed 25 foster youths in guitar lessons, providing each youth with a new guitar, guitar case, and instruction book.

## **San Diego County Office of Education (SDCOE)**

**College Connection**—College Connection is composed of an FYS College Connection Advisory Council, with representatives from community colleges, universities, health and human services agencies, community service agencies, and others working together to create a seamless approach to increasing awareness of available opportunities to further foster youth education. This program provides opportunities for foster youths to experience college and university campuses through College Connection Day events designed to optimize real-life higher education experiences. A typical event involves upward of 75 foster youths who spend a day on a college campus. Students may simulate applying to the college, registering for classes, attending mock classes, or participating in a variety of other activities. To date, nine College Connection events have been hosted by six campuses in San Diego County. Three events are scheduled for the spring and two new partner universities are joining the program.

**Tutor Connection**—Tutor Connection is a unique collaboration between the SDCOE FYS program; Casey Family Programs; the California State University San Marcos (CSUSM); San Diego County Health and Human Services; and Child Welfare Services. Casey Family Programs provides a standard curriculum to future teachers enrolled in a prerequisite course, *Pluralism in Schools*, within the College of Education at CSUSM. In turn, the future teachers provide one-on-one tutoring to youths in foster care as a community service learning project. More than 675 future teachers have participated in the program to date. More than 800 foster youths have received tutoring services through this program and have demonstrated academic growth in as little as 12 weeks. The SDCOE FYS program serves as a referral source to the Tutor Connection; acts as an intermediary to ensure that substitute caregivers allow for service provision; provides a curriculum to CSUSM students that is specific to foster youth legislation and mandates; and plans to replicate the Tutor Connection model at another university in San Diego County.

**Tulare County Office of Education (TCOE)**

**Tulare County Permanency Team**—The Tulare County Permanency Team has been in operation since December 2004. It includes a coalition of agencies and nonprofit organizations focused on improving services provided to Tulare County foster youths to support them in achieving permanency following emancipation. Critical issues identified by the team include living skills development, transitional housing, regard for foster children as valued assets, mentoring, and promotion of foster youths' awareness of their rights. Members of the team include representatives from the TCOE FYS program; Court Appointed Special Advocates of Tulare County, College of the Sequoias, foster parent education, Community Services & Employment Training, Inc., juvenile court attorney in private practice, Tulare County Child Welfare Services/Independent Living Program, Tulare County Foster Youth Advisory Council, Tulare County Housing Authority, Tulare County Juvenile Court, Tulare County Probation Department, Tulare County Public Defender (Juvenile Division), and Youth Development Zone.

### **Foster Youth Services Core District Program Sites**

Elk Grove Unified School District  
Mt. Diablo Unified School District  
Paramount Unified School District

Placer/Nevada County Offices of Education  
Sacramento City Unified School District  
San Juan Unified School District

### **Foster Youth Services Countywide Program Sites**

Alameda County Office of Education  
Alpine County Office of Education  
Amador County Office of Education  
Butte County Office of Education  
Calaveras County Office of Education  
Colusa County Office of Education  
Contra Costa County Office of Education  
El Dorado County Office of Education  
Fresno County Office of Education  
Glenn County Office of Education  
Humboldt County Office of Education  
Imperial County Office of Education  
Inyo County Office of Education  
Kern County Office of Education  
Kings County Office of Education  
Lake County Office of Education  
Lassen County Office of Education  
Los Angeles County Office of Education  
Madera County Office of Education  
Marin County Office of Education  
Mariposa County Office of Education  
Mendocino County Office of Education  
Merced County Office of Education  
Modoc County Office of Education  
Mono County Office of Education  
Monterey County Office of Education  
Napa County Office of Education  
Nevada County Office of Education

Orange County Department of Education  
Placer County Office of Education  
Plumas County Office of Education  
Riverside County Office of Education  
Sacramento County Office of Education  
San Bernardino County Office of Education  
San Diego County Office of Education  
San Francisco County Office of Education  
San Joaquin County Office of Education  
San Luis Obispo County Office of Education  
San Mateo County Office of Education  
Santa Barbara County Office of Education  
Santa Clara County Office of Education  
Santa Cruz County Office of Education  
Shasta County Office of Education  
Sierra County Office of Education  
Siskiyou County Office of Education  
Solano County Office of Education  
Sonoma County Office of Education  
Stanislaus County Office of Education  
Sutter County Office of Education  
Tehama County Department of Education  
Trinity County Office of Education  
Tulare County Office of Education  
Ventura County Office of Education  
Yolo County Office of Education  
Yuba County Office of Education